

Teacher's Guide to Meeting the Common Core Standards* with *Prentice Hall Literature*

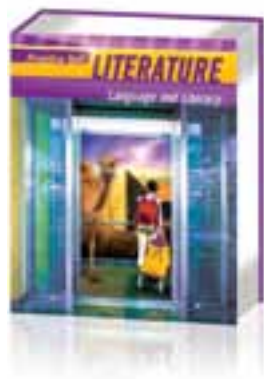


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*The version of the Common Core standards presented in this document reflects the final version of the CCS issued by the Council of Chief State School Officers and the National Governors Association in June 2010. Pearson provides a Teacher's Guide for each grade of *Literature*, presenting the complete text of the final Common Core Standards, correlations to student edition, and supporting guidance for teachers.

Introduction

The Pearson Promise

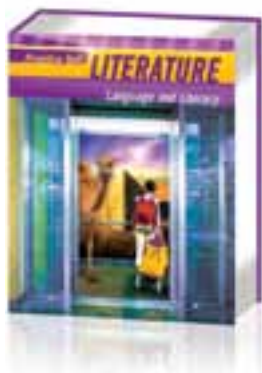
Welcome to the Common Core Standards. As the largest educational publishing company in the world, Pearson is committed to providing you with curriculum that not only meets these new guidelines, but also supports your implementation of these standards with your students.

Now that the Common Core Standards are finalized, Pearson is providing a full Common Core Alignment that correlates to every grade level of *Prentice Hall Literature* and supports your instructional needs.

This correlation provides an alignment of our grade 10 literature anthology to the Common Core Standards. You will also find “mini-lessons” embedded in these correlations to help you tailor your instruction to meet the requirements of the standards.

We value your partnership highly and look forward to continuing our mission to provide educational materials that fully satisfy your classroom needs.

Meeting the Common Core Standards with *Prentice Hall Literature*



Grade 10

College and Career Readiness Standards for Reading

The College and Career Readiness (CCR) anchor standards in the Reading domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 10 as they build toward the CCR Reading standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. (Note that Common Core Standards for Reading are divided between Literary and Informational texts.)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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Key Ideas and Details

1. Cite and strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Skill, pp. 239, 269, 335, 369, 733, 811

To cover the standard, introduce literal comprehension and inferential reading skills using some or all of the Reading Skill instruction on the pages cited. As students apply literal comprehension skills such as paraphrasing (p. 733) or summarizing (p. 811) to lesson selections, direct them to cite textual evidence to support their analyses of what the text says explicitly. Similarly, as students apply inferential skills such as making inferences (pp. 239 and 269) or drawing conclusions (pp. 335 and 369), ensure that they cite textual evidence to support their inferences and conclusions. Reinforce the skills and assess mastery by having students complete the After You Read questions for each selection.

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Literary Analysis, pp. 335, 837; **Reading Skill**, pp. 811, 837; **Comparing Literary Works**, pp. 868, 1228

To cover the standard, introduce the concept of theme using some or all of the Literary Analysis instruction on pages 335, 837, 868, and 1228 and the concept of summarizing using the Reading Skill instruction on pages 811 and/or 837. Clarify that some themes are universal, expressed regularly in many cultures and time periods; others are more specific to the culture and time period that produced the work. As students determine how the theme or themes of each selection are conveyed through particular details, have them first summarize the text's key details without introducing opinions or judgments and then draw on details from their summaries to support their analyses of the themes. Reinforce skills and assess mastery by having students complete the After You Read questions for each selection.

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3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Literary Analysis, pp. 239, 811, 985; **Reading Skill**, p. 985; **Comparing Literary Works**, p. 1014

To address the standard, introduce the concepts of character development, interaction, and motivation using the Literary Analysis instruction on page 239 and the Comparing Literary Works feature on page 1014. Stress that in order to create realistic characters, modern writers usually give those characters multiple, often conflicting traits and motives—just like real people have. As students read the lesson selections, have them focus on the characters' complexities as human beings as well as on the ways those characters develop, interact, and advance the plot or develop the theme. For example, as students read "A Visit to Grandmother" (p. 242), use these prompts to guide discussion:

1. What conflicting traits or motives developed over the course of the story help make Charles a complex character?
2. How does Charles interact with other characters in the story?
3. How do Charles's character and relationships with other characters help advance the plot of the story?
4. How do Charles's character and his relationships with other characters help develop the story's theme?

Reinforce skills and assess mastery by having students complete the After You Read questions for this selection.

To further support and reinforce the standard, have students read the Literary Analysis instruction on pages 811 and 985 and the Reading Skill instruction on page 985. Point out that a tragic hero or heroine is a complex character who displays many noble traits as well as a tragic flaw that leads to his or her downfall. Note that the plot of a tragedy traces the hero's downfall and often involves a conflict between the hero, or protagonist, and another character, the antagonist. Stress that the characters often represent larger ideals or values related to the work's theme or themes. As students read the lesson selections, have them fill out a chart like the one on page 985 to help them focus on characters' complex traits and conflicts and the relationship of these to plot and theme. Reinforce skills and assess mastery by having students complete the After You Read questions for the selections.

Reading Standards for Literature

Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>Literary Analysis, pp. 269, 715; Comparing Literary Works, p. 700</p> <p>To address the standard, introduce the concept of figurative language with the Literary Analysis instruction on page 715 and the concept of diction, or word choice, and tone with the Comparing Literary Works instruction on page 700. Explain that when students consider the meanings of words and phrases used in a text, they should consider whether those words and phrases are used figuratively, meaning in a way beyond their literal, word-for-word meaning; they should also consider the connotations, or emotional associations, that each word or phrase conveys. Tell students to consider figurative and connotative meanings as they apply the skills to the lesson selections. To illustrate, direct their attention to the first stanza of the poem on page 722 and ask these questions:</p> <ol style="list-style-type: none"> 1. Is morning literally a new sheet of paper? If not, and the phrase “new sheet of paper” is figurative, not literal, what does it suggest about the morning? 2. What connotation, or emotional association, does the word <i>new</i> have? 3. What impact do the figurative and connotative meanings of the words in this stanza have on the overall meaning and tone of the poem? <p>Reinforce the skills and assess mastery by having students respond to the After You Read questions that follow the selections.</p> <p>To further support and reinforce the standard, have students read the Literary Analysis instruction on page 269, focusing on the way description helps evoke a sense of time and place. As students read the lesson selections, have them focus on how the language of descriptions, including any figurative or connotative meanings, help capture setting (time and place) and set tone. Reinforce skills and assess mastery by having students complete the After You Read questions for the selections.</p>
<p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>Literary Analysis, pp. 29, 887</p> <p>To cover the standard, introduce the concept of plot with the Literary Analysis instruction on page 29. Point out that a good plot builds tension or suspense as it moves toward a climax and that foreshadowing adds to the tension. Explain that authors may pace their plots to withhold information or supply it in flashbacks in order to create mystery and surprise. As students read one of the paired selections and examine its plot, have them focus on how the author's choices regarding plot structure, including flashbacks and foreshadowing, help create mystery, tension, or surprise. Reinforce standards and assess mastery by having students respond to the After You Read questions that follow the selection.</p> <p>To further support and reinforce the standard, have students read the Literary Analysis instruction on page 887, focusing on the description of a Shakespearean plot in the last paragraph. As students read <i>The Tragedy of Julius Caesar</i>, have them fill out a plot diagram like the one on page 887. Use these prompts to help them focus on how Shakespeare builds tension, mystery, or surprise into his plot.</p> <ol style="list-style-type: none"> 1. How do the all the omens and soothsayer's warnings build mystery and tension into the plot? 2. Before Caesar's assassination, how do Cassius' conversations with Brutus and Casca help build tension into the plot? 3. How does showing Brutus' funeral oration and the crowd's reaction to it help create surprise at Mark Antony's funeral oration and the crowd's reaction to it? 4. Which events or speeches help build or prolong the tension as the play moves to the downfall of Brutus?

Reading Standards for Literature	
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<p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>Comparing Literary Works, p. 868; Reading Skill, pp. 1063, 1091, 1153, 1189</p> <p>To cover the standard, introduce the concepts of cultural context and worldview using the Literary Analysis instruction on pages 1063, 1091, 1153, and 1189. As students examine cultural context (pp. 1063 and 1091) and worldview (pp. 1153 and 1189) in lesson selections, encourage them to draw on a wide reading of world literature to make comparisons and contrasts. Reinforce the skills and assess mastery by having students complete the After You Read questions for each selection.</p> <p>To further reinforce the standard, use the Comparing Literary Works instruction on page 868. As students read the selection from <i>An Enemy of the People</i>, have them respond to the marginal prompts and After You Read questions that have them compare and contrast the themes of Ibsen's play with those of <i>Antigone</i>. Then, have students focus on those themes that express the particular worldview or cultural experience of each author.</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p>	<p>Model Selection: Fiction, pp. 8–19 (Critical Viewing pp. 9, 10, 12, 15, 16); "Arthur Becomes King of Britain," pp. 1156–1170 (Critical Viewing pp. 1156, 1161, 1165); from Don Quixote, pp. 1208–1216 (Critical Viewing pp. 1211, 1213, 1215)</p> <p>To cover the standard, have students read Susan Vreeland's introduction to the Model Selection "Magdalena Looking" (p. 8), focusing on her explanation of how the Dutch painter Johannes Vermeer inspired her episodic novel <i>Girl in Hyacinth Blue</i>, from which the Model Selection is taken. Then, as students read the selection, have students analyze the representation of subjects and scenes in Vermeer's paintings and Vreeland's writing by responding to the Critical Viewing questions on pages 9, 10, 12, 15, and 16.</p> <p>To further reinforce the standard, have students compare the text in "Arthur Becomes King of Britain" (pp. 1156–1170) and/or the selection from <i>Don Quixote</i> (pp. 1208–1216) with the illustrations that accompany each selection. Have students respond to the Critical Viewing questions on pages 1156, 1161, and 1165 and/or pages 1211, 1213, 1215 to help them analyze the representation of subject and key scenes in each medium.</p>
<p>8. (Not applicable to literature.)</p>	<p>N/A</p>

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9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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Research and Technology: Multimedia Presentation, p. 1005

To address the standard, ask students to complete the third Research and Technology assignment for *The Tragedy of Julius Caesar* (p. 1005), working in pairs or small groups on the multimedia presentation on Stoicism. Students should investigate surviving quotations or passages by early Greek Stoic philosophers and by Roman Stoics of the imperial era, particularly the Emperor Marcus Aurelius. They should also investigate accounts of Brutus' life, particularly portions of "The Life of Marcus Brutus" in Plutarch's *Lives of the Noble Grecians and Romans*, which in Sir Thomas North's 1579 translation was Shakespeare's principal source in writing the play. Students should then analyze how and why Shakespeare drew on the themes or ideas of Stoicism in portraying the character of Brutus.

To further reinforce the standard, have students read more of Plutarch's *Lives*—focusing on "The Life of Julius Caesar" and "The Life of Marcus Antonius" as well as "The Life of Marcus Brutus"—and then analyze how Shakespeare drew on and transformed this principal source in creating other aspects of *The Tragedy of Julius Caesar*. Students might work alone, in pairs, or in small groups and might present their findings in written, oral, or multimedia reports. Offer these prompts to guide students' research and analysis:

1. What key details about Julius Caesar's assassination given in Plutarch's *Lives* are incorporated into the plot of Shakespeare's play? What details about the setting or timing of events did Shakespeare change?
2. What details about the omens and predictions foreshadowing Caesar's death are drawn from Plutarch's *Lives*? In what way did Shakespeare change or transform these details?
3. What details about Cassius' character and appearance did Shakespeare draw from Plutarch's *Lives*? How did Shakespeare enhance or elaborate on those details?
4. What details about Brutus' funeral oration and speaking style come from Plutarch's *Lives*? How did Shakespeare expand on those details in creating Brutus' funeral oration for Julius Caesar?
5. What details about Mark Antony's character and behavior come from Plutarch's *Lives*? How much of Antony's funeral oration is borrowed from Plutarch, and how much is Shakespeare's own?

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Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Independent Reading, pp. 213, 433, 617, 781, 1037, 1255

To address the standard, use the suggestions for independent reading on pages 213, 433, 617, 781, 1037, and 1255. These suggested works include fiction, poetry, and drama of varying complexity. Use the Lexile scores and L1 (“for struggling readers”) through L4 (“above level”) reading level indicators in the *Prentice Hall Literature* Teacher’s Edition to help students choose independent readings of the appropriate complexity. (Note that, as the CCS require, the assessment of text complexity on the Independent Reading pages is based on both qualitative measures, such as concept-level and reader interest, and quantitative measures, such as Lexile score. For this reason, the readability score given for an Independent Reading title may not fully reflect its complexity; consult the L1 through L4 ratings for clarification. In addition, the CCS require that the match between reader and task be taken into account when assessing complexity. Assign independent reading tasks commensurate with the ability level of each student.)

You may also address the standard by offering students a choice of selections in the *Literature* student edition for independent reading. Use the Accessibility at a Glance chart in the Teacher’s Edition to assess text complexity.

To ensure students’ proficiency in reading independently, hold Literature Circles for the titles students choose to read, following the guidance for Literature Circles in the *Professional Development Guidebook* and using the Connecting to the Big Question discussion questions on the Independent Reading page in the *Literature* Teacher’s Edition. You may also use the additional independent reading support in the *Guidebook*, including the Response Journal, Save the Last Word for Me, and Reading Log pages.

To support students’ fluency, you may wish to use the research-based strategies for practicing fluency, such as structured partner reading, found in section 1 of the *Professional Development Guidebook*. For additional fluency practice, you will find Fluency notes at point of use for selections throughout the *Literature* Teacher’s Edition.

Reading Standards for Informational Texts

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Skill, pp. 402, 461, 487

To address the standard, introduce the concept of main idea using the Reading Skill instruction on pages 461 and 487. Explain that main ideas are often explicit, or stated directly, but are sometimes implicit and must be inferred, or figured out, from details in the text. Have students apply the skills as they read and discuss one of the selections in each lesson. Explain that they can fill out a diagram like the one on page 487 in order to list key selection details that support an explicit main idea or from which they infer an implicit main idea. Reinforce the skills and assess mastery by having students complete the After You Read questions that follow the selection.

To further reinforce and support the standard, use the Reading Skill instruction on page 402. As students apply the literal comprehension skill of paraphrasing the lesson selections, direct them to cite textual evidence to support their analyses of what the text says explicitly. Similarly, as students apply the more inferential skills of stating the main idea of each paraphrase and making connections between those ideas, ensure that students cite textual evidence to support their inferences. Reinforce the skills and assess mastery by having students complete the Comparing Informational Texts questions following the selections.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Literary Analysis, p. 153; **Reading Skill**, pp. 461, 487

To address the standard, review the concept of main idea using the Reading Skill instruction on pages 461 and 487. As students determine how the main ideas of the lesson selections are conveyed through particular details, have them first objectively summarize each text's key details, as explained on page 461, and then draw on details from their summaries to support their analyses of the main ideas. Reinforce skills and assess mastery by having students complete the After You Read questions for each selection.

To further reinforce and support the standard, use the Reading Skill instruction on page 153, explaining that presenting a thesis is often the main purpose of informational writing. Clarify that *thesis* is another term for the central or main idea of a nonfiction selection. As students read one of the two paired selections that follow, have them first summarize the text's key details objectively, without introducing opinions or judgments, and then draw on details from their summaries to analyze the development of the thesis, or main idea. Have them use the side-column Literary Analysis notes in both selections to analyze how the central idea emerges and is shaped and refined by specific details. Reinforce skills and assess mastery by having students complete the After You Read questions for each selection.

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3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Reading Skill, pp. 153, 578

To cover the standard, introduce the skill of analyzing text structures using the Reading Skill instruction on page 578. Have students apply the skill as they read and discuss the lesson selections. As they analyze each author's use of text structures and examine the sequence, or order, or information, ensure that they discuss the ways each author introduces and develops ideas or events and the connections the author draws between them. Reinforce the skills and assess mastery by having students complete the Comparing Informational Texts section after the selections.

To further reinforce and support the standard, enrich the Reading Skill lesson on cause and effect (p. 153) by explaining that cause-and-effect structure is a common way of organizing ideas or events in informational text. As students apply the skills to one of the paired selections, have them use the chart on page 153 to help them identify the ways each author introduces and develops events or ideas in cause-and-effect relationships. Reinforce the skills and assess mastery by having students complete the Comparing Informational Texts section after the selections.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Comparing Literary Works, p. 96; **Literary Analysis**: p. 461

To address the standard, use the Comparing Literary Works instruction on page 96 and the Literary Analysis instruction on page 461, focusing on the author's diction and tone. Stress that word choice or diction is an important part of an author's style and helps to convey the author's tone. Point out that when students examine the words and phrases used in a text, they should consider whether those words and phrases are used figuratively, suggesting something beyond their literal, word-for-word meaning; they should also consider the connotations, or emotional associations, that each word or phrase conveys. Finally, remind students to consider any technical or specialized meanings that the words and phrases might have. As students apply the skills to the lesson selections, ask them to consider any figurative, connotative, and technical meanings of the words and phrases that are part of each author's style. To illustrate, ask these questions about the third and fourth paragraphs of "Marian Anderson, Famous Concert Singer":

1. In the second sentence of the third paragraph, what does the phrase *set her mind* mean? What context clues make the meaning clear? Is the phrase literal or figurative? Explain.
2. Identify two technical terms from the field of music used near the end of the third paragraph. What do they seem to mean?
3. What are the connotations of the words *unusual* and *exceptional*, used in the third and fourth paragraphs to describe Marian Anderson's singing voice?
4. What tone does the author achieve by choosing to use the terms *pawnshop man* in the third paragraph and *folks* in the fourth? What are the connotations of *folks*, as opposed to its synonym *people*?

Reinforce the skills and assess mastery by having students respond to the After You Read questions that follow the selections.

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5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Reading Skill, pp. 539, 578

To cover the standard, introduce the concepts of evaluating persuasion and analyzing text structures using the Reading Skill instruction on pages 539 and 578. As students read the selections that follow, have them apply the instruction. Guide them to focus on the ways in which the authors develop and refine their ideas and claims in sentences, paragraphs, and larger portions of the text.

Enrich the instruction by pointing out how text features help them understand the ways in which sections of a text develop the author's ideas. For example, in the research source about the history of the guitar (p. 579), the subheading "Ancient Beginnings" alerts readers that this section will explore how guitars have their origin in ancient times.

To further reinforce the standard and assess mastery, have students answer the questions on the After You Read pages.

6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Literary Analysis, pp. 59, 153, 539; **Comparing Literary Works**, p. 584

To cover the standard, introduce the concepts of author's perspective and purpose and of rhetorical devices using the Literary Analysis instruction on pages 59, 153, and 539 and the Comparing Literary Works instruction on page 584. Clarify that an author's rhetorical devices help convey and advance his or her point of view or purpose. For example, a political leader may use the rhetorical device of parallelism to persuade listeners to act in a certain way. As students apply the instruction to the selections that follow, have them determine the author's purpose and analyze the rhetorical devices the author uses to advance that purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

To address the standard, have students read **Dava Sobel's essay from *Longitude* on pages 474–482**, and then have them obtain and view the DVD of the 4-part 2000 TV adaptation of the book directed by Charles Sturridge and starring Michael Gambon as John Harrison. Ask students to compare and contrast the accounts of Harrison's development of longitude in the two mediums, using these prompts to guide their analyses:

1. What aspects of Harrison's achievement are emphasized in Sobel's essay? What similar and different aspects does the TV adaptation emphasize?
2. Which account, print or TV, seems more concerned with scientific accuracy? Cite details to support your answer.
3. Which account, print or TV, has a more personal touch? Cite details to support your answer, and explain how including personal details affects the reader or audience.
4. List examples of details or language that you found particularly interesting when you read Sobel's essay. In what different ways does the TV adaptation generate audience interest?
5. In the TV adaptation, what role does the character of Rupert Gould play in helping a modern audience appreciate Harrison's achievement?

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8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Reading Skill, pp. 539, 557, 1222

To cover the standard, introduce the skills of evaluating persuasion using the Reading Skill instruction on pages 539 and 557. Stress that arguments or specific claims require relevant and sufficient evidence and that facts provide valid evidence while opinions require facts or logical reasons to support their validity. Note that a false statement of fact would of course not provide valid evidence, nor would fallacious, or erroneous, reasoning. Have students apply the skills as they read and discuss the lesson selections, explaining which claims are sufficiently supported by facts and reasons and which are not. Reinforce skills and assess mastery by having students complete the After You Read questions that follow the selections.

To further reinforce the standard, introduce the skill of critiquing generalizations and evidence with the Reading Skill instruction on page 1222. Note that when an author's argument or claim contains generalizations, those generalizations require relevant and sufficient evidence in order to be deemed valid. To cover the standard, introduce the skills of evaluating author's conclusions and evaluating evidence in the Informational Text instruction on pages 438 and 782. Have students apply the skills as they read and discuss the lesson selections, explaining which generalizations are sufficiently supported by valid facts or reasons and which are not. Reinforce skills and assess mastery by having students complete the Comparing Informational Texts feature that follows the selections.

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

To address the standard, have students read **Theodore H. White's essay "The American Idea" on pages 560–564** and use it to help them analyze two seminal U.S. documents of historical and literary significance, both of which are widely available on line and in print publications, the Declaration of Independence (to which White's essay refers) and Thomas Paine's essay from *The American Crisis*, Number 1. Ask students to consider the contents of the documents and the way in which they address related themes and concepts. Use these prompts to guide discussion:

- 1.** What related themes and concepts do the two documents address? How do these relate to the title of White's essay, "The American Idea"?
- 2.** Which document contains more logical reasoning as evidence to support its argument? Cite examples to support your analysis.
- 3.** Which essay contains more emotional appeals to support its argument? Again, cite examples.
- 4.** What is similar and different about the intended audiences of the two documents?
- 5.** What memorable quotations or images does each document contain?
- 6.** Do you find one document more persuasive than the other? If so, why? If not, why are they equally persuasive?

Reading Standards for Informational Texts

Common Core Standards

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Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Independent Reading, pp. 433, 617, 781, 1255

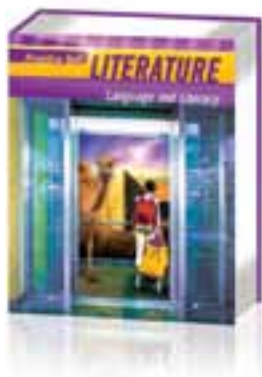
To address the standard, use the suggestions for independent reading on pages 433, 617, 781, and 1255. These suggested works include literary nonfiction of varying complexity. Use the Lexile scores and L1 ("for struggling readers") through L4 ("above level") reading level indicators in the *Prentice Hall Literature* Teacher's Edition to help students choose independent readings of the appropriate complexity. (Note that, as the CCS require, the assessment of text complexity on the Independent Reading pages is based on both qualitative measures, such as concept-level and reader interest, and quantitative measures, such as Lexile score. For this reason, the readability score given for an Independent Reading title may not fully reflect its complexity; consult the L1 through L4 ratings for clarification. In addition, the CCS require that the match between reader and task be taken into account when assessing complexity. Assign independent reading tasks commensurate with the ability level of each student.)

You may also address the standard by offering students a choice of literary nonfiction selections in the *Literature* student edition for independent reading. Use the Accessibility at a Glance chart in the Teacher's Edition to assess text complexity.

To ensure students' proficiency in reading independently, hold Literature Circles for the titles students choose to read, following the guidance for Literature Circles in the *Professional Development Guidebook*. You may also use the additional independent reading support in the *Guidebook*, including the Response Journal, Save the Last Word for Me, and Reading Log pages.

To support students' fluency, you may wish to use the research-based strategies for practicing fluency, such as structured partner reading, found in section 1 of the *Professional Development Guidebook*. For additional fluency practice, you will find Fluency notes at point of use for selections throughout the *Literature* Teacher's Edition.

College and Career Readiness Standards for Writing



The College and Career Readiness (CCR) anchor standards in the Writing domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 10 as they build toward the CCR Writing standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>To satisfy the standard, have students complete the Writing Workshop on a Letter to the Editor, pages 532–537, and the Writing Workshop on a Persuasive Essay, pages 604–611, enriching the instruction as indicated below in the teaching notes for each subparagraph of the standard. To provide further support and reinforcement, use the additional opportunities cited in these notes.</p>
1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	<p>Writing Workshop, pp. 532–537, 604–611; Writing: Editorial, p. 1003</p> <p>To cover the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 604–611, emphasizing the strategies taught for brainstorming and freewriting to come up with a clear statement of opinion, looking at both sides of the issue, using an organization that emphasizes the strongest argument, and offering evidence to support that argument.</p> <p>To provide additional support and reinforcement of the standard, assign the Writing Workshop on a Letter to the Editor on pages 532–537 or the Writing lesson on page 1003, an editorial. Point out that a letter to the editor or editorial is similar to a persuasive essay except that it is shorter; a letter to the editor also uses business letter format, as explained on page 534. Enrich either activity by adding these directives to students:</p> <ul style="list-style-type: none"> • State your central claim in precise, memorable terms. • Distinguish your claim from alternate or opposite claims, showing why your claim is stronger. • Establish an organization that will make clear the relationship between your claim and the counterclaims you mention and the reasons and evidence you provide.
1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each, while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	<p>Writing Workshop, pp. 532–537; 604–611; Writing: Editorial, p. 1003</p> <p>To address the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 604–611, emphasizing the strategies taught on page 605 and 606 for offering evidence and looking at both sides of the issue. Tell students to try to anticipate their audience's knowledge level and concerns in fairly discussing counterclaims or contrary opinions the audience may hold.</p> <p>To provide additional support and reinforcement of the standard, assign the Writing Workshop on a Letter to the Editor on pages 532–537 or the Writing lesson on page 1003, an editorial. Have students use a chart like the one on page 532 to help them develop claims and counterclaims, and remind them to keep in mind the audience's knowledge and concerns by fairly discussing counterclaims or contrary opinions the audience may hold.</p>

Common Core Standards	Writing Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>Writing Workshop, pp. 532–537, 604–611; Writing: Editorial, p. 1003</p> <p>To cover the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 604–611, emphasizing the strategies for testing support and revising to create parallelism on pages 608 and 609. Stress that parallelism not only makes writing more memorable but also helps to connect ideas in a way that makes their relationship clear. Discuss other ways in which students can make clear the relationships between claims and reasons, reasons and evidence, and claims and counterclaims, offering these tips and examples:</p> <ul style="list-style-type: none"> • Use transitional words and phrases that express cause-and-effect relationships, such as <i>because</i>, <i>since</i>, <i>for this reason</i>, <i>consequently</i>, and <i>as a result</i>, to make clear the relationship between claims and reasons: Unclear: Honor-roll students should get special benefits [claim]. They work hard all year [reason]. Clear: Honor-roll students should get special benefits <i>because</i> they work hard all year. • Use transitional words and phrases that show examples, such as <i>for example</i> and <i>for instance</i>, to make clear the relationship between reasons and evidence: Unclear: Honor-roll students work hard all year [reason]. They study almost every night and volunteer for special projects [evidence]. Clear: Honor-roll students work hard all year; <i>for instance</i>, they study almost every night and volunteer for special projects. • Use transitional words and phrases that show contrast, such as <i>although</i>, <i>but</i>, <i>nevertheless</i>, <i>however</i>, and <i>in contrast</i>, to make clear the relationship between claims and counterclaims: Unclear: Honor-roll students deserve some reward for their efforts [claim]. Other students may consider the policy unfair [counterclaim]. Clear: <i>Although</i> other students may consider the policy unfair, honor-roll students deserve some reward for their efforts. <p>To provide additional support and reinforcement of the standard, assign the Writing Workshop on a Letter to the Editor on pages 532–537 or the Writing lesson on page 1003, an editorial. Note that when students combine short sentences as instructed on page 535, they should use transitional words and phrases like those presented in the preceding tips and examples in order to clarify the relationships between claims and reasons, reasons and examples, and claims and counterclaims. For instance:</p> <p>Choppy and Unclear: The bicycle is very lightweight. It is extremely fast.</p> <p>Combined but Still Unclear: The bicycle is very lightweight and extremely fast.</p> <p>Combined and Clear: <i>Since</i> the bicycle is very lightweight, it is extremely fast.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>Writing Workshop, pp. 532–537, 604–611</p> <p>To cover the standard, have students complete the Writing Workshop on the Letter to the Editor on pages 532–537, emphasizing the strategies for considering audience and tone and revising to create appropriate formality on page 533 and the strategies for using persuasive techniques on page 534. Guide them to see that in appealing to readers' emotions, they should nevertheless maintain an objective tone; note that writers who themselves sound too heated or emotional will often fail to persuade their readers.</p> <p>To provide additional support and reinforcement of the standard, have students follow a similar strategy to complete the Writing Workshop on a Persuasive Essay on pages 604–611</p>
1.e. Provide a concluding statement or section that follows from and supports the argument presented.	<p>Writing Workshop, pp. 532–537, 604–611; Writing: Editorial, p. 1003</p> <p>To satisfy the standard, have students complete the Writing Workshop on the Persuasive Essay on pages 604–611, emphasizing the blue callout boxes in the Student Model on page 610, which show the progression of the model toward a strong conclusion. To help students write their own strong conclusion, suggest these strategies:</p> <ul style="list-style-type: none"> • Review the draft up to the concluding paragraph, noting main points and evidence. • Draft a conclusion that begins with a summary statement of the central claim of the essay. • Briefly review main points for the reader. • Conclude with a memorable restatement or extension of the central claim, such as a reference to an example given earlier. For instance: <p><i>If honor-roll students are rewarded for their efforts, then Harvey [referring to an example earlier in the essay] will get something to compensate for all those White Sox games he never watched because he was too busy studying.</i></p> <p>To provide additional support and reinforcement of the standard, assign the Writing Workshop on the Letter to the Editor on pages 532–537 or the Writing lesson on page 1003, an editorial.</p>
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>To satisfy the standard, have students complete the Writing Workshop on the Cause-and Effect Essay, pages 200–207, and the Writing Workshop on the Technical Document, pages 1146–1151, enriching the instruction as indicated below in the teaching notes for each subparagraph of the standard. To provide further support and reinforcement, use the additional opportunities cited in these notes.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful in aiding comprehension.	<p>Writing Workshop, pp. 200–207, 1146–1151</p> <p>To cover the standard, have students complete the Writing Workshop on the Cause-and-Effect Essay, pages 200–207, and the Writing Workshop on the Technical Document, pages 1146–1151, emphasizing the strategies for organizing ideas with a cause-and effect chart and choosing a logical organization on pages 201 and 202 or the strategies for organizing details and using definitions, scenarios, and examples (including visuals) on pages 1147 and 1148. Tell students that effective informative/explanatory writing often contains formatting elements such as headings or bold print for key terms; graphics such as charts, illustrations, diagrams, and tables; and multimedia elements such as stills, audio, or video and that students should include some of these features when they will facilitate reader comprehension.</p>
2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<p>Writing Workshop, pp. 200–207, 1146–1151</p> <p>To cover the standard, have students complete the Writing Workshop on the Cause-and-Effect Essay, pages 200–207, and the Writing Workshop on the Technical Document, pages 1146–1151, emphasizing the strategies for organizing ideas and details and clarifying the analysis on pages 201 and 202 or the strategies for organizing details, providing elaboration, and using definitions, scenarios, and examples on page 1147 and 1148. You may wish to have peers review each other's work to comment on the depth of development and relevance of support and then have students add facts, definitions, concrete details, quotations, or other information and examples based on partners' comments.</p>
2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>Writing Workshop, pp. 200–207, 1146–1151</p> <p>To cover the standard, have students complete the Writing Workshop on the Cause-and-Effect Essay on pages 200–207 and the Writing Workshop on a Technical Document on pages 1146–1151, emphasizing the strategies for using clear transitions and color-coding to identify related details on pages 202 and 204. Offer these guidelines in using transitions to link major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> • Use time transitions, such as <i>first</i>, <i>next</i>, <i>meanwhile</i>, and <i>finally</i>, to help readers follow the sequence of steps or activities. • Use spatial transitions, such as <i>next to</i>, <i>at the top</i>, <i>below</i>, and <i>on the left</i> to help readers picture a layout, activities they are to perform, or objects they are to use in following instructions. • Use appropriate transitions to express cause or effect, comparison or contrast, order of importance, and other relationships among ideas and concepts. <p>After students have drafted their essays, have partners exchange drafts and check their partners' work for clear transitions. Students should add appropriate and varied transitions based on their partners' suggestions.</p>

Writing Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Writing Workshop, pp. 200–207, 1146–1151

To cover the standard, have students complete the Writing Workshop on the Cause-and-Effect Essay on pages 200–207 and the Writing Workshop on the Technical Document, pages 1146–1151, emphasizing the strategies for considering the audience on page 202 and the strategies for using a glossary of technical terms and revising for clarification on pages 1147 and 1148. Tell students that an effective informational/explanatory essay uses precise language and vocabulary that is specific to the domain, or subject area, that the essay is about and that a glossary can help readers understand the domain-specific vocabulary they use. Enrich the instruction by presenting these examples of precise, domain-specific language:

- **Not Precise:** The wind was very strong.
- **Precise:** The wind reached over seventy miles an hour.
- **Not Domain Specific:** The strong wind damaged property and threatened lives.
- **Domain Specific:** The hurricane damaged property and threatened lives.

Encourage students to use precise language and domain-specific vocabulary as they draft. Have partners exchange drafts and circle any language that seems imprecise or that needs a definition, either in the text of the essay or in a glossary that accompanies it. Direct students to make appropriate revisions after considering partners' comments.

2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

To address the standard, enrich the instruction for the **Writing Workshop on the Cause-and-Effect Essay, pages 200–207**, and the **Writing Workshop on the Technical Document, pages 1146–1151**, by discussing qualities that mark a formal style and objective tone, as follows:

- A formal style maintains a distance between the writer and the reader.
- It uses a matter-of-fact, unemotional tone.
- It expresses ideas clearly and logically.
- It backs up claims and key ideas with facts, reasons, and examples.
- It uses precise language and a somewhat elevated vocabulary.
- It uses standard English and avoids contractions, dialect, and slang.

Present these examples:

- **Informal:** Hurricanes make the world's biggest mess.
- **Formal:** Hurricanes are very destructive.

Encourage students to maintain a formal style as they draft. Have partners exchange drafts and circle any language that seems to depart from a formal style. Direct students to revise for style after considering partners' comments.

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)	<p>Writing Workshop, pp. 200–207, 420–427, 1146–1151</p> <p>To cover the standard, have students complete the Writing Workshop on the Cause-and-Effect Essay on pages 200–207, taking particular note of the blue callout boxes in the Student Model on page 206, which show the progression the model toward a labeled conclusion. Note that students need not label the conclusion of their essays but might consider doing so if they feel it will be helpful to readers. Offer these guidelines in creating an effective conclusion:</p> <ul style="list-style-type: none"> • Review the draft up to the concluding paragraph, noting main points and evidence. • Draft a conclusion that begins with a summary statement of the central claim of the essay. • Briefly review main points for the reader. • Conclude with a memorable restatement or extension of the central claim, such as a reference to a question asked near the start of the essay. <p><i>So, the next time you see bats flying, think of all the mosquito bites you will not be getting. [Earlier in the essay, the writer had asked, "What do you think is the relationship between the presence of bats and the absence of mosquitoes?"]</i></p>
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>To satisfy the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 108–113 or the Writing Workshop on the Short Story on pages 328–333, enriching the instruction as indicated in the teaching notes for each subparagraph of the standard. To provide further support and reinforcement, use the additional opportunities cited in these notes.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>Writing Workshop, pp. 108–113, 328–333; Writing, pp. 151, 399</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 108–113 or the Writing Workshop on the Short Story on pages 328–333, emphasizing the instruction on creating characters and plot on pages 108 and 109 or pages 328, 329, and 330. Remind students that the events of their plots should center on a conflict that the main character faces and should progress smoothly from one event to the next. Stress that readers usually need explanations of who the narrator and/or other characters are, how the characters are related to one another, and how the characters are related to the settings or context in which the events unfold. Explain that providing this information near the start of a narrative will help engage and orient readers so that they can follow with interest the events or experience about to unfold.</p> <p>Review with students the three points of view from which narratives are told:</p> <ul style="list-style-type: none"> • first person: The narrator is a character in the story who refers to himself or herself with first-person pronouns such as <i>I</i> and <i>me</i>. • third-person omniscient: The narrator is not a character in the story, can relate details about any characters' experiences and perceptions, and refers to all characters with third-person pronouns such as <i>he</i> and <i>she</i>. • third-person limited: The narrator is not a character in the story and refers to all characters with third-person pronouns but nevertheless limits the experiences and perceptions reported to those of one character. <p>Explain that autobiographical narratives should use the first-person point of view but that short stories may use any one of the three points of view; a short story may also employ multiple points of view, shifting from first-person to third-person omniscient, for example, or from one first-person narrator to another. Stress that students should be careful not change point of view unintentionally. Then, have students develop and maintain their chosen point of view as they draft and revise their narratives.</p> <p>To provide additional support and reinforcement for the standard, assign the Writing activity on page 151, an anecdote, or page 399, a narrative. Tell students to engage and orient readers by establishing the narrator's point of view, relationships between different characters, and a well-paced plot that centers on a conflict and progresses smoothly from one event to the next.</p>
<p>3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>Writing Workshop, pp. 108–113, 328–333; Writing, pp. 57, 151, 399, 1219</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 108–113 or the Writing Workshop on the Short Story on pages 328–333, emphasizing the instruction on pacing and dialogue on pages 109 and 110 or the instruction on pacing, dialogue, and sensory details on page 330. Stress that description and dialogue are narrative tools that help reveal information about characters, events, and settings. Explain that good writers are also careful about pacing events, revealing details gradually to generate maximum reader interest and suspense.</p> <p>To provide additional support and reinforcement for the standard, assign the Writing activity on page 57, a sequel; page 151, an anecdote; page 399, a narrative; or page 1219, a parody. Tell students to employ narrative techniques such as dialogue, pacing, and description to develop the experiences, events, and/or characters in their narratives.</p>

Common Core Standards	Writing Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>Writing Workshop, pp. 108–113, 328–333; Writing, p. 1089</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 108–113 or the Writing Workshop on the Short Story on pages 328–333, emphasizing the instruction on organization on page 109 or plot on pages 329 and 330. As students examine the plot diagram on page 109 or 330, clarify that in a good plot, each event builds on the last, adding more and more complications so that the tension mounts or action rises to a climax, after which the tension ebbs as the action falls to a resolution. Enrich the instruction about sequence of events as follows:</p> <ul style="list-style-type: none"> • In linear narrative, events are narrated in the order in which they occur. To clarify the sequence, writers often use transitions such as <i>then</i> or <i>next</i>. In more sophisticated writing, writers may present the effects of an event first and then fill in background, relying on the reader's own understanding and verb tense to clarify sequence; for example, " 'Sssh!' hissed an annoyed librarian. Sally was talking in the library again." • In a flashback, a narrative moves to an earlier time in the story. This shift may be accomplished with a transition, such as "Twenty years ago, Carlos remembered, he had been on his way to the park when . . ." The shift may also be accomplished without a transition, but the writer must include clues that clearly signal to readers that the story has shifted to an earlier time. For example, to shift to the younger days of a character who is elderly and gray in the main time of the narrative, the writer might describe her braiding her bright red hair and packing lunch for school. • To accomplish a shift of scene, a writer may narrate a character's arrival in the new place; for example, "After an overnight train trip, Alma arrived in Flagstaff." A writer may also shift scene by drawing back from the action of the story and beginning a new paragraph with information about the new setting: "Downtown Flagstaff still retains a bit of its old-time western flavor. Alma took note of an old inn with a balcony above it and could almost picture the sheriff walking down the street." <p>To provide additional support and reinforcement for the standard, assign the Writing activity on page 1089, a myth in which students in a small group take turns writing paragraphs. Note that each student will need to pay careful attention to the event or events of the previous writer's paragraph in order to create a coherent whole. Tell students to use transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>Writing Workshop, pp. 108–113, 328–333, 878–883; Writing, pp. 57, 509, 1219</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 108–113 or the Writing Workshop on the Short Story on pages 328–333, emphasizing the instruction on choosing details and revising to clarify insight on pages 109 and 110 or the instruction on adding sensory details on page 330. Stress that an effective narrative uses precise words and phrases and vivid sensory language to help make characters, settings, and events clear and interesting. Present these examples:</p> <ul style="list-style-type: none"> • Vague: Sean was excited about seeing his first live ball game. • Precise and Vivid: Sean beamed with pleasure and jumped up and down in his seat. <p>Encourage students to use precise, vivid language as they draft. Have partners exchange drafts and circle any language that they think needs to be more vivid or precise. Direct students to revise for style after considering partners' comments.</p>
<p>3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Writing Workshop, pp. 108–113, 328–333; Writing, p. 151</p> <p>To cover the standard, have students complete the Writing Workshop on Autobiographical Narrative on pages 108–113 or the Writing Workshop on the Short Story on pages 328–333, emphasizing the instruction on plot development on pages 109 and 330 and the blue callout boxes in the Student Model on page 112, which show the progression of the narrative toward a strong conclusion. Offer these tips to help students write their own strong conclusions:</p> <ul style="list-style-type: none"> • End with emphasis, not abruptly or by trailing off. The last event you narrate or scene you describe should help to summarize the narrative by clearly showing the results of what has happened. For example, if over the course of a narrative the narrator or main character has learned to work better with others, the final scene might discuss or show her or him participating effectively in a group discussion or activity. • Tie up loose ends. Unless you are planning to write a sequel, you should not leave readers wondering what happened to an important character or whether an important problem was resolved. • As you tie up loose ends, avoid taking shortcuts. Be careful not to cram answers to all unresolved questions into the resolution. The most significant problems or conflicts in your narrative need to be fully developed and explored through the course of the narrative. The resolution is the point where you give the final outcome, not tell a whole story in a sentence. <p>Have students apply these tips as they draft and revise their narratives.</p> <p>To provide additional support and reinforcement for the standard, follow a similar strategy for the Writing activity on page 151, an anecdote.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>Writing Workshop, pp. 108–113, 200–207, 328–333, 420–427, 532–537, 604–611, 708–713, 768–775, 878–883, 1020–1031, 1146–1151, 1242–1249</p> <p>To cover the standard, have students complete one or more of the Writing Workshop assignments on the pages cited, emphasizing the strategies for</p> <ul style="list-style-type: none"> • development (pp. 110, 202, 329, 330, 422, 534, 606, 709, 710, 770, 879, 1023, 1148, 1243), • organization (pp. 109, 201, 202, 330, 422, 534, 606, 710, 770, 880, 1023, 1147, 1244), • style (pp. 203, 204, 329, 422, 424, 533, 535, 608, 609, 709, 710, 711, 770, 772, 880, 881, 1025, 1027, 1149, 1246, 1247) <p>and the relationship of these elements to task, purpose, and audience.</p>
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on pages 38–40.)	<p>Writing Workshop, pp. 108–113, 200–207, 328–333, 420–427, 532–537, 604–611, 708–713, 768–775, 878–883, 1020–1031, 1146–1151, 1242–1249</p> <p>To cover the standard, have students complete one or more of the Writing Workshop assignments on the pages cited, teaching the strategies for</p> <ul style="list-style-type: none"> • planning (pp. 108, 201, 329, 421, 533, 605, 708, 769, 878–879, 1021–1022, 1146, 1243), • revising (pp. 110–111, 204–205, 330–331, 424, 534–535, 608–609, 710–711, 772–773, 880–881, 1025, 1027, 1148–1149, 1246–1247), and • editing (pp. 113, 207, 333, 425, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249). <p>As you review students' drafts, use your judgment to identify work that needs to be rewritten or rethought. For instance, a student might begin an informational writing assignment by writing on a topic that is too general. Suggest that the student choose a more specific topic that better addresses the purpose of the assignment, and have the student rewrite on the new, more focused topic. Arrange for guidance and support from peers as appropriate (see Peer Review, pp. 204, 424, 608, 772, 1025, 1246).</p>
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<p>Writing Workshop, pp. 200–207, 878–883, 1020–1031, 1146–1151; Research and Technology, pp. 1005, 1219</p> <p>To cover the standard, have students complete some or all of the Writing Workshop and Research and Technology assignments on the pages cited, emphasizing the use of technology (pp. 201, 207, 883, 1005, 1031, 1151, 1219), including the Internet (pp. 201, 207, 883, 1031, 1151), to produce and publish writing. For each assignment, encourage students to use technology to research, produce, and publish or present their work; for example, for the Writing Workshop on pages 878–883, students should use word-processing software not only to prepare their draft but also to mark it if they choose the option of giving a reading in the Publishing and Presenting section on page 883; or they might choose the option of publishing electronically rather than giving an oral reading. Tell students that the Internet is a readily accessible source not only for researching information but also for obtaining illustrations and other graphics that they might incorporate into their reports; some Web sites provide readily downloadable royalty-free still photos, illustrations, audios, and/or videos. Note that writing created with electronic software allows greater flexibility in editing and sharing and that publishing online permits more interaction between reader and writer than usually occurs in other forms of publication. Writing posted online can also be updated by the writer when information changes.</p>

Writing Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing Workshop, pp. 1020–1031; **Research and Technology**, pp. 267, 731, 1005; **Research the Author**, pp. 237, 459

To cover the standard, have students complete the sustained research project called for in the Writing Workshop, Research Report on pages 1020–1031. Emphasize the strategies for generating questions as part of developing a research plan (p. 1021) and making a list of open-ended research questions (p. 1022). Also emphasize the instruction on evaluating the validity of information and the bias of sources (p. 1022) and on synthesizing ideas from multiple sources (p. 1023).

Additional research activities, which can be assigned as short or more sustained research projects, appear on pages 237, 267, 459, 731, and 1005. As students complete these, emphasize strategies for identifying discrepancies among sources as a step in the synthesis of information (p. 267) and integrating or synthesizing information from a variety of sources (p. 731).

Enrich the instruction by pointing out the need to narrow or broaden the inquiry, as appropriate. To illustrate this process, use the following examples:

Narrowing an Inquiry:

- The initial question—"What are the various versions of the legend of King Arthur?"—is too broad.
- Narrow the question by focusing on one author—"What is unique about T.H. White's version of the legend of King Arthur?"
- Narrow the question further by focusing on a single character—"What is unique about T.H. White's characterization of Merlin?"

Broadening an Inquiry

- The initial question—"What is a commonly used word or phrase that first appeared in Shakespeare's *Julius Caesar*?"—is perhaps too narrow for a research paper.
- Broaden the question by expanding the scope—"What are some commonly used words or phrases that first appeared in *Julius Caesar* and what is their history since that first appearance?"

Remind students that they should monitor their research plan and questions at all stages of the research process. If they are gathering too much information, they can narrow their inquiry. If they are not finding enough information, they can broaden their inquiry.

Common Core Standards	Writing Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Writing Workshop, pp. 1020–1031; Research the Author, pp. 237, 459; Research and Technology, pp. 731, 1005</p> <p>To cover the standard, have students complete the Writing Workshop on the Research Report on pages 1020–1031, emphasizing the strategies for gathering information from multiple sources (p. 1021), evaluating sources for reliability and for the validity of their information (p. 1022), synthesizing ideas (p. 1023), and crediting and documenting sources (pp. 1023 and 1026).</p> <p>Review strategies for the effective use of search terms in browsing digital sources, recommending that students use either highly specific terms, such as a person's full name, or moderately general terms with additions to limit them. For example, "birds" is too general a search term; "water birds" is moderately general but needs a limiting addition; "water birds + habits" or "habits of water birds" should yield more relevant hits.</p> <p>Also review criteria to use in assessing the credibility and accuracy of online sources. Internet sites sponsored by the government (ending in .gov) or an educational institution (ending in .edu) are generally more credible than those put up by businesses (ending in .com), although students should be careful that the .edu sites they use are actually sponsored by the university and are not simply private sites of students attending the university. Books and articles in specialized magazines, such as science journals, are often more reliable than articles in popular magazines; however, the information in books may be less up-to-date than that of recent magazines or the Internet.</p> <p>Stress that to avoid plagiarism—the practice of passing off of another person's ideas or writings as one's own—students must credit their sources not only for direct quotations but also for paraphrases and summaries of an author's ideas and for facts available in only one source. To supplement the information on documenting sources (p. 1026) and the example of a Works Cited list at the end of the Student Model (p. 1030), refer students to the information on standard citation format provided in Citing Sources and Preparing Manuscript on pages R36–R37 of the Writing Handbook.</p> <p>To provide further support and reinforcement for the standard, have students complete one or more of the cited Research the Author and Research and Technology assignments. Tell students to gather information from multiple reliable sources, both print and electronic; to integrate or synthesize the information in a way that flows effectively; and to credit their sources using a standard citation format.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Writing Workshop, pp. 768–775; Writing, pp. 575, 731, 835, 861; Research and Technology: Multimedia Presentation, p. 1005</p> <p>To cover the standard, have students complete the Writing Workshop on the Analytic Response to Literature on pages 768–775. Clarify that students need to draw evidence from the literary or informational text they are examining in order to support their analysis, reflection, and research.</p> <p>To provide further support and reinforcement for the standard, have students complete some or all of the cited Writing and Research and Technology assignments. As students complete their assignments, have them focus on providing evidence from the text that supports their analysis, reflection, and research.</p>

Writing Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

9.a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Writing, pp. 367, 835

To address the standard, have students complete the writing assignments on the pages cited. For these writing activities, students will apply grades 9–10 Reading standards for writing about literature as follows:

- Students will apply Literature Standard 3 in completing the Writing assignment on page 367, a character analysis. Tell students to make sure their analysis includes information about how the character develops and interacts with other characters and about how that development advances the story’s plot or reveals one or more of its themes.
- Students will apply Literature Standard 2 in completing the Writing assignment on page 835, an essay about a particular theme. Ensure that students include an objective summary of the Prologue through Scene 2 of *Antigone* and use details from that summary to support their analysis of the theme.

In addition, you may lead students to apply in their writing any of the CCS Reading Standards for Literature by having them write summaries of their insights and conclusions based on the lesson you provided to meet the Literature standard. For example, to have students apply Literature standard 6, give the lesson suggested in this Guide’s teaching note for the standard. Then, have students write an essay, based on the lesson, in which they summarize the insights they gained or conclusions they drew from analyzing a particular point of view or cultural experience reflected in one or more of the works of world literature cited, such as *Antigone* and the selection from *An Enemy of the People*.

9.b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Writing, p. 575; **Timed Writing**, pp. 583, 1227

To address the standard, have students complete some or all of the writing assignments on the pages cited. For these writing activities, students will apply grades 9–10 Reading standards for writing about informational text, as follows:

- Students will apply Informational Text Standard 8 in completing the Writing assignment on page 575, a critique, and/or the Timed Writing on page 1227, an essay. In critiquing each argument, tell students to consider whether the reasoning is valid and whether supporting evidence is relevant and sufficient. Also, ask students to identify any false statements or any fallacious reasoning in the writer’s argument.
- Students will apply Informational Text Standard 5 in completing the Timed Writing assignment on page 583, a letter to the author. In commenting on the effectiveness of the sequence of information presented, students should analyze how the explanation is developed and refined by particular sentences, paragraphs, or larger portions of the text.

In addition, you may lead students to apply in their writing any of the CCS Reading Standards for Informational Text by having them write summaries of their insights and conclusions based on the lesson you provided to meet the Informational Text standard. For example, to have students apply Information Text standard 6, give the lesson suggested in this Guide’s teaching note for the standard. Then, have students write an essay, based on the lesson, in which they discuss the insights they gained or conclusions they drew from determining the author’s purpose in “The Marginal World” (p. 156) or “Making History with Vitamin C” (p. 168) and analyzing how the author uses rhetoric to advance that purpose.

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Range of Writing	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Students will write routinely over shorter time frames for a range of tasks, purposes, and audiences as they complete the Writing activity after each main selection pairing, the Timed Writing activity at the end of each Informational Texts feature, and the Writing to Compare activity at the end of each Comparing Literary Works feature. The examples cited from Unit 1 include these:</p> <ul style="list-style-type: none"> • Writing: Sequel, p. 57 • Writing: Description, p. 87 • Writing: Anecdote, p. 151 • Writing: Proposal for a Documentary, p. 179 • Timed Writing: Persuasive Essay, p. 95 • Timed Writing: Expository Essay, p. 187 • Writing to Compare Styles, p. 107 • Writing to Compare Irony and Paradox, p. 199 <p>Students will write routinely over extended time frames for a range of tasks, purposes, and audiences as they complete the two Writing Workshops in each unit, as follows:</p> <ul style="list-style-type: none"> • Narration: Autobiographical Narrative, pp. 108–113 • Exposition: Cause-and-Effect Essay, pp. 200–207 • Narration: Short Story, pp. 328–333 • Exposition: Problem-and-Solution Essay, pp. 420–427 • Persuasion: Letter to the Editor, pp. 532–537 • Persuasion: Persuasive Essay, pp. 604–611 • Description: Descriptive Essay, pp. 708–713 • Analytic Response to Literature, pp. 768–775 • Narration: Reflective Essay, pp. 878–883 • Research Writing: Research Report, pp. 1020–1031 • Technical Document, pp. 1146–1151 • Comparison-and-Contrast Essay, pp. 1242–1249

College and Career Readiness Standards for Speaking and Listening



The College and Career Readiness (CCR) anchor standards in the Speaking and Listening domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 10 as they build toward the CCR Speaking and Listening standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on the preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Listening and Speaking, pp. 151, 367; **Talk About It**, pp. 209, 777

To cover the standard, have students prepare material for discussion using the Listening and Speaking activities on pages 151 (a problem-solving group) and 367 (a group discussion) and the Talk About It activity on page 209 (a group discussion). As students prepare for the Listening and Speaking activities, emphasize that they should reread the relevant selections to identify points in the reading that support their views and ideas. As they prepare for the Talk About It activity, remind them first to complete the Think About It chart on the facing page to gather evidence from the unit selections, personal experience, and their knowledge or research of other literature, science, and social studies. For each activity, make sure that students draw on the results of their rereading or the evidence they have gathered in order to make their points in the discussions.

To further support and reinforce the standard, enrich the Talk About It activity on page 777 (a debate) by having team members conduct research to fill in different sections of the chart on the facing page as preparation for their debate points. As students hold their debates, ensure that they explicitly draw on their research to support the points they make.

Speaking and Listening Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Listening and Speaking, pp. 555, 1004; **Talk About It**, p. 777

To cover the standard, assign the debate in the Listening and Speaking activity on page 555 or the Talk About It activity on page 777. Tell students to use library or Internet sources to investigate the rules of debates so that they can conduct their debates in an orderly and collegial manner. As part of students' preparation for the debate, have them determine roles and goals or responsibilities, choosing a moderator and notetaker, voting for one team member as captain, deciding on which individual team members should be responsible for which different topics to research or selection material to reread, and determining deadlines for completing this research or rereading. Then, have students conduct their debates in front of the class, with each team member supporting debate points by drawing on the research or rereading he or she did. Evaluate the conduct of the debate as well as the content of the arguments and the preparation and participation of each team member.

To further support and reinforce the standard, enrich the Group Screening activity in the Listening and Speaking feature on page 1004 by guiding students in discussing goals and deadlines for the project, as follows:

- Have students discuss and decide which filmed production of *Julius Caesar* they might watch on DVD and which group members should be responsible for obtaining the DVD by a particular date.
- Have students determine where and when to view to hold the group screening of the DVD.
- Tell students to take notes as they view the production, jotting down details in response to the first four bulleted prompts in the activity on page 1004.
- Have students determine ground rules for discussing the production after the viewing, appointing two group members to serve as notetakers.
- Remind students to share their reactions in a collegial format in which each group member participates.
- Following the discussion, students should review the notes taken by the two notetakers and orally analyze differences in members' responses before compiling the chart showing reactions to the film.

1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Listening and Speaking, pp. 151, 367, 1004; **Talk About It**, p. 209

To cover the standard, have students complete some or all of the Listening and Speaking activities on pages 151 (a problem-solving group), 367 (a group discussion), and 1004 (a group screening) as well as the Talk About It activity on page 209 (a group discussion), emphasizing the directions on the student page that invite the students to generate questions, challenge one another's views, take questions from the audience, and actively incorporate others into the discussion. Remind students to cite details from unit selections, additional research or reading, or their own experiences as support and elaboration for their responses to the challenges and questions posed.

Speaking and Listening Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Listening and Speaking, pp. 151, 367, 1004; **Talk About It**, pp. 209, 429

To cover the standard, have students complete the Listening and Speaking activities on pages 151 (a problem-solving group), 367 (a group discussion), and/or 1004 (a group screening) as well as the Talk About It activities on page 209 (a group discussion) and/or 429 (a discussion). Tell students to respond thoughtfully to diverse perspectives, and encourage them to be open to modifying their views if they find another student's response to be well supported by the evidence. At the end of each discussion, have students orally summarize points of agreement and disagreement, using notes taken during discussion if called for in the activity.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Communications Workshop, pp. 212, 1036, 1254

To address the standard, have students complete the Communications Workshop on delivering a multimedia presentation on page 1036. Point out that multimedia presentations usually integrate multiple sources of information in diverse media, including visual and quantitative elements such as charts, graphs, maps, and diagrams. As students complete the activity at the bottom of the student page, tell them to include visual or quantitative information, such as graphs or charts, to accompany spoken reporting on their subject. Ask them to evaluate the credibility of each source they use and to choose sources that are credible, accurate, and relevant to their subject.

To further support and reinforce the standard, have students complete the Communications Workshop on analyzing media presentations on page 212 and the Communications Workshop on comparing media coverage on page 1254. Discuss the type of information that is typically presented visually, quantitatively, or orally—news broadcasts, political speeches, television advertisements, radio talk shows, documentaries, and so on. Point out that in such presentations, (except for radio talk shows) visual appeals and graphic elements are important tools in conveying the message. Then, have students complete the activity at the bottom of each page. Ask students to consider how visual, quantitative, and oral elements help convey ideas about the topic or issue and how these elements contribute to the effectiveness of the communication.

Speaking and Listening Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying fallacious reasoning or exaggerated or distorted evidence.

Communications Workshop, pp. 212, 432, 1254

To cover the standard, have students complete the Communications Workshop on analyzing media presentations on page 212, the Communications Workshop on viewing and evaluating a speech on page 432, and/or the Communications Workshop on comparing media coverage on page 1254. As students read about different types of fallacious reasoning and exaggerations or distortions that weaken claims and evidence, have them infer the qualities that make claims and evidence convincing:

- Evidence and images should be relevant to the claim they seem to support.
- Presentations should contain few or no inconsistencies and ambiguities.
- Claims should rely on logic and evidence, not merely on charged or manipulative language, effective word choice, and other rhetorical devices.
- Bias, stereotypes, cultural assumptions, and propaganda should be avoided.
- Factual information should be accurate.
- Opinions should be well supported and should not be presented as facts.
- The language level should be appropriate for the audience.
- Nonverbal communication, such as body language and eye contact, should enhance logical arguments, not replace them.

As students evaluate the speech, newscast, or TV commercial for the activity at the bottom of each page, have them identify the speaker's point of view or perspective and evaluate the reasoning the speaker uses and the evidence he or she presents, identifying any fallacious reasoning or exaggerated or distorted evidence.

To further support and reinforce the standard, assign the debate in the Listening and Speaking activity on page 555 or the Talk About It activity on page 777. As each team presents its debate points, have the rest of the class listen carefully and jot down notes to identify each speaker's point of view, reasoning, and use of evidence and rhetoric. Remind students to take note of any fallacious reasoning or exaggerated or distorted evidence that weakens claims or arguments. After the debate, ask the audience to use their notes as they evaluate the debate performances on decide on which team was the "winner."

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Communications Workshop, p. 616; **Listening and Speaking**, pp. 485, 835

To cover the standard, have students complete the Communications Workshop on delivering a persuasive speech on page 616. As you present the instruction on the student page and assign the activity at the bottom, stress that the ideas students present should be clear and concise and should follow a logical sequence so that listeners can follow the line of reasoning.

To further support and reinforce the standard, assign the Listening and Speaking activity on page 485 (a humorous persuasive speech) or 835 (an oral report). Emphasize the importance of employing a clear organization that the audience can follow and of making sure that the substance and style of the presentation are appropriate for its audience.

Speaking and Listening Standards

Common Core Standards

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

Research and Technology, pp. 749, 1005; **Communications Workshop**, p. 1036

To cover the standard, have students complete the Research and Technology activity for a visual arts presentation on page 749, the Research and Technology activity for a multimedia presentation on page 1005, and/or the Communications Workshop on delivering a multimedia presentation on page 1036. Have students apply the guidance on the student pages to choose and use multimedia components and visual displays that best clarify the information they are presenting. Enrich instruction by presenting these points:

- Choosing a few strong audio or visual elements that have a clear meaning and relevance to the presentation is often better than using a large number of elements that are not clearly connected. For example, for students doing the Research and Technology presentation on Stoicism, dozens of spoken quotations expressing the ideas of Stoic philosophy may not be as effective as two or three memorable quotations by a famous Stoic like Marcus Aurelius.
- Using multimedia components throughout the presentation, rather than clustering their use at one point, creates better pacing and will be more appealing and less confusing to an audience.
- Visuals such as charts, maps, and diagrams—and any labels or other text on them—should be large enough and clear enough to be easily seen at a distance, and they should not contain more labels or text than the audience can readily absorb.
- Sound components such as background music or special effects should not be so loud that they drown out the spoken part of the presentation.

Guide students in applying these tips as they prepare and deliver their presentations.

Speaking and Listening Standards

Common Core Standards

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9–10 Language standards 1 and 3 on pages 38 and 40 for specific expectations.)

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

To cover the standard, have students complete a variety of listening and speaking assignments covering a range of contexts and tasks, including some or all of those listed below, adapting their speech appropriately for each based on your instruction and guidance in the student edition:

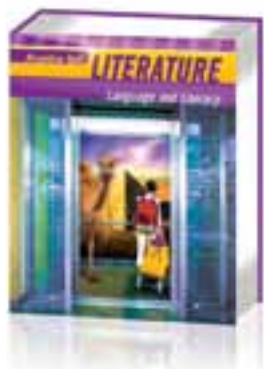
- **Listening and Speaking: Interview, p. 57**
- **Listening and Speaking: Oral Reading, p. 295**
- **Listening and Speaking: Debate, p. 555**
- **Listening and Speaking: Oral Report, p. 835**
- **Listening and Speaking: Mock Trial, p. 861**
- **Listening and Speaking: Dramatic Reading, p. 1004**
- **Listening and Speaking: Group Screening, p. 1004**
- **Listening and Speaking: Improvised Dialogue, p. 1119**

As you make each assignment, have students identify

- the context, including the audience (e.g., a formal presentation in class, a group discussion with peers, and so on)
- the communicative task (e.g., to persuade, to share information, to elicit information, to entertain, to solve a problem, and so on)
- ways to adapt their speech to the given context and task (e.g., use formal speech for a classroom presentation, informal for a group discussion, and casual but polite speech when working with a partner; speak expressively and use pauses, gestures, and facial expressions when seeking to entertain; varying volume dramatically when attempting to persuade; and so on)

Monitor students' command of formal English in presentations that require them to use it. As necessary, identify one or two specific departures from formal usage for each student, such as the use of slang terms; common usage problems, including *like* used as a conjunction ("It's like he didn't care"); frequent use of temporizing words and phrases such as *like*, *you know*, and *I mean*; or the use of incomplete sentences. Assign students the goal of eliminating the problems from their next formal presentation.

College and Career Readiness Standards for Language



The College and Career Readiness (CCR) anchor standards in the Language domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 10 as they build toward the CCR Language standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
1.a. Use parallel structure.	<p>Writer's Toolbox, p. 609</p> <p>To cover the standard, use the Writer's Toolbox feature on page 609 to instruct students in the use of parallelism, or parallel structure. Stress that the use of parallelism not only makes language more memorable but also clarifies or stresses the connection between ideas that are expressed using parallel structure. Have students study the examples of nonparallel and parallel language on the chart and the steps for fixing nonparallel constructions. Then, have them complete the Grammar in Your Writing activity at the bottom of the page.</p>
1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<p>Grammar, pp. 178, 668, 730, 748, 834, 860, 1002, R51</p> <p>To cover the standard, use the Grammar lessons and Writer's Toolbox features on the pages cited to introduce or review the concepts of prepositional phrases (pp. 668 and 730), adjectival and adverbial phrases (p. 730), participial and other verbal phrases (pp. 748 and 834), absolute phrases (p. 1002), independent and dependent clauses (p. 860), noun clauses (p. 860), relative clauses (pp. 178 and 860), and adverbial clauses (p. 860). Supplement the lessons with the following clarifying information:</p> <ul style="list-style-type: none"> • A phrase is a group of words functioning together that does not have a subject and a verb. Except for noun phrases, all phrases function as a single part of speech. • A noun phrase is a noun along with its modifiers: <i>the big red barn</i>. • A verb phrase is a main verb along with its auxiliary, or helping, verbs: <i>have talked, will be going</i>. The entire phrase serves as a verb. • An adjectival phrase is a prepositional phrase that serves as an adjective, modifying a noun or pronoun. It is often called an adjective phrase. • An adverbial phrase is a prepositional phrase that serves as an adverb, modifying a verb. It is often called an adverb phrase. • A clause is a group of words functioning together that contains a subject and a verb. • An independent clause can stand alone as a sentence. It is sometimes called a main clause. • A dependent clause cannot stand alone as a sentence but is dependent on another clause to complete its meaning. It is often called a subordinate clause. • A relative clause is a dependent, or subordinate, clause that serves as an adjective, modifying a noun or pronoun. It is sometimes called an adjective, or adjectival, clause. • An adverbial clause is a dependent, or subordinate, clause that serves as an adverb. It is sometimes called an adverb clause. • A noun clause is a subordinate clause that acts as a noun: <i>Whoever read the book fell in love with it instantly</i>. <p>Have students complete Practice A or B of each Grammar lesson to ensure that they can correctly identify phrases and clauses and understand their functions in sentences. Reinforce skills and assess mastery with the Challenge activities that follow each Practice.</p>

Language Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<p>Grammar, p. 1218</p> <p>To cover the standard, use the grammar lesson on page 1218 to introduce the convention of using a semicolon to link two or more closely related independent clauses not linked by a coordinating conjunction. Have students study the example on the page that illustrates this semicolon use. Then, to ensure that students understand the use of semicolons between closely connected independent clauses, ask them which item in Practice A requires a semicolon (item 1) and whether or not the semicolon is used correctly in items 1 and 3 of Practice B (no—in the first item, it should be a colon; in the second, a comma). Point out that a conjunctive adverb is sometimes used after a semicolon; illustrate the usage with this example:</p> <p>Ivan devised a plan; <i>moreover</i>, he was confident of success.</p> <p>Explain that a conjunctive adverb, as its name implies, serves as both a conjunction (usually, as here, linking two independent clauses) and an adverb (modifying the verb in the second clause). List some common conjunctive adverbs:</p> <ul style="list-style-type: none"> • Showing similarity: <i>similarly, likewise</i> • Showing contrast: <i>however, nevertheless</i> • Showing an effect or logical conclusion: <i>therefore, thus, consequently, accordingly</i> • Showing an alternative: <i>instead, otherwise</i> • Showing additional or stronger information: <i>additionally, furthermore, moreover</i> <p>Have students rewrite item 1 in Practice A with an appropriate conjunctive adverb; for example:</p> <p><i>Hank was a manager in a factory; therefore, he did not believe in time travel.</i></p> <p>Have students revise item 3 in Practice B with an appropriate conjunctive adverb instead of the subordinating conjunction:</p> <p><i>Don Quixote conquers the windmills; however, Sancho does not help him.</i></p> <p>Reinforce skills and assess mastery with the Challenge activities that follow each Practice. Modify each Challenge by asking students to write three sentences with semicolons, at least two of which contain conjunctive adverbs.</p>
2.b. Use a colon to introduce a list or quotation.	<p>Grammar, p. 1218</p> <p>To cover the standard, use the grammar lesson on page 1218 to present the convention of using a colon to introduce a list or quotation. Have students study the example on the page that illustrates this colon use. Then, to ensure that students understand this use of colons, ask them which item in Practice A requires a colon (item 2). Reinforce skills and assess mastery with the Challenge activities that follow each Practice.</p>

Language Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
2.c. Spell correctly.	<p>Editing and Proofreading, pp. 333, 537, 611, 713, 775, 1151</p> <p>To cover the standard, introduce the concepts of spelling words will double letters (p. 333), names of individuals and periodicals (p. 537), words with silent vowels (p. 611), homophones (pp. 713 and 1151), and -ize, -ise, and -yze (p. 775), using the instruction on the pages cited. Reinforce and assess mastery by having students apply these spelling guidelines as they edit and proofread their writing.</p>
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	<p>To address the standard, have students turn to the Grammar lesson on page 1186, focusing on the rule or convention for using commas and dashes. Point out that while most conventions of punctuation, capitalization, spelling, grammar, and usage are so widely accepted that failing to follow them is often considered an error, some conventions are matters of style that may be applied in different ways. Explain that the first rule for using commas is an example of a punctuation convention that is still considered a matter of style: While most experts advise that a comma (called the serial comma) be used before the coordinating conjunction in a series of three or more words or phrases, some do not. Note that both of these styles are still acceptable:</p> <p style="padding-left: 40px;">apples, pears, and oranges vs. apples, pears and oranges</p> <p>Explain that when it comes to debatable matters of style, the most important thing is to be consistent. In other words, if a writer uses the serial comma in one part of an essay, he or she should use it throughout the essay.</p> <p>Note that matters of style are best decided by consulting a widely accepted style manual, such as the <i>MLA Handbook</i> or <i>Turabian's Manual for Writers</i>. Tell students that these manuals each also provide a widely acceptable style for citing sources. The examples on page R37 of the Writing Handbook at the back of students' texts shows the MLA style for citing sources.</p>

Language Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.	
4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>Vocabulary Workshop, pp. 614–615</p> <p>To address the standard, introduce the concept of context clues with the Vocabulary Workshop on Words with Multiple Meanings on pages 614–615. Point out that students can use context clues not only to determine which meaning of a multiple meaning word applies but also to figure out the meaning of all unfamiliar words they encounter in their reading. Stress that context clues include not only the text surrounding an unfamiliar word but also the unfamiliar word's position and function in a sentence. As an example, offer this brief passage from page 595 of the selection from <i>The Way to Rainy Mountain</i> by N. Scott Momaday:</p> <p style="padding-left: 40px;">A single knoll rises out of the plain in Oklahoma, north and west of the Wichita Range. For my people, the Kiowas, it is an old landmark, and they gave it the name Rainy Mountain.</p> <p>Explain that for someone who does not know what a <i>knoll</i> is, his or her first clue is the word's position in the sentence: Since it comes after the article <i>a</i> and adjective <i>single</i> and is not followed by a noun, it probably is a noun itself. Its position also suggests that it functions as the subject of the verb <i>rises</i>. The surrounding words provide even clearer context clues—the knoll “rises out of the plain” and is called “Rainy Mountain.” Putting all these context clues together gives the reader a very clear idea that a <i>knoll</i> is a small hill.</p>

Language Standards

Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical, advocate, advocacy*).

To address the standard, use the **Word Study instruction on pages 240 and 254** to introduce and illustrate suffixes. Explain that when suffixes are added to a word they often change a word's part of speech; for example, when the suffix *-ence* is added to the verb *indulge*, the word becomes a noun, *indulgence*; when the suffix *-able* is added to the verb *detest*, the word becomes an adjective, *detestable*. Ask students to think of a suffix that would turn *indulge* into a related adjective form; if no one suggests them, mention the suffix *-ent* and the related adjective form, *indulgent*. Point to the listings of vocabulary words in the left column of page 240 and 254. Note that after each definition and example of a word's usage, students can find related words with different parts of speech; for example, the listing for *indulgence* on page 240 lists both *indulge* and *indulgent*.

Next, have students turn to the first page of "A Problem" (p. 257) and point to the word *governess* in the opening paragraph. Elicit that the suffix *-ess* has been added to the word *govern*, turning it from a verb to a noun. Explain, if necessary, that to *govern* is to rule; a *governess* is a woman who rules over small children. Ask students to think of an adjective formed from the word *govern*; if no one suggests it, mention *governable*, which follows the same pattern as *detest/detestable*, using the same suffix taught on page 254. Ask students to think of a group of related words that follow the pattern of *indulge/indulgence/indulgent*; for example, *diverge/divergence/divergent* and *revere/reverence/reverent*.

Mention that patterns of related words sometimes involve endings shorter than suffixes. As an example, point to the vocabulary word *pretense*, listed on page 254. Note that *pretense* is the noun form of the verb *pretend*; the *d* simply changes to *se*. Ask students to think of another verb that follows the pattern of changing to a noun simply by changing a *d* to *se*; for example, *defend/defense*.

Explain that when a word changes prefixes, it usually changes its meaning too extensively to be considered part of the same word group. For example, the word *intense* is not part of the word group featuring *pretense* and *pretend*, even though it contains the same root. Note that when a word simply *adds* a prefix, on the other hand, the new word usually is part of the same group of related words. As an example, point to the vocabulary word *lofty* on page 254. Ask students what noun adds the suffix *-y* to form this adjective, eliciting the noun *loft*, meaning "a high place." Point out that in addition to the related adverb and noun forms *loftily* and *loftiness*, formed by adding suffixes, the listing on page 254 also shows a related form that adds a prefix—the adjective *aloft*, which adds the prefix *a-*, meaning "up," to the noun *loft*. Ask students to think of another noun that follows the pattern of changing to an adjective by adding the prefix *a-*; for example, *top/atop* or *stride/stride*.

Finally, direct students' attention to the vocabulary word *candid* page 254. Point out the adjective-adverb-noun pattern of *candid/candidly/candor*. Ask students to turn to **page 737** of their texts and find in the poem another word that is part of a similar pattern—i.e., *pallor*, meaning "paleness," which is part of the similarly formed adjective-adverb-noun pattern of *pallid/pallidly/pallor*.

Common Core Standards	Language Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p>4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>Vocabulary Workshop, pp. 210–211; Glossary, pp. R1–R7</p> <p>To address the standard, use the instruction in the Vocabulary Workshop on pages 210–211 to introduce the features and uses of dictionaries and thesauruses. Have students practice using a dictionary and thesaurus by completing Practice A and Practice B on page 211. Then, have students turn to the Glossary on pages R1–R7. Explain that unlike a dictionary, which attempts to include many or most of the words in the English language, a glossary covers only words from a particular subject or textbook; here, the glossary lists vocabulary words from the selections in students' texts.</p> <p>Have students compare the contents of the sample dictionary entry on page 210 with the contents of the glossary entries on pages R1–R7, eliciting that each entry in both sources gives the pronunciation, part of speech, and definition or definitions of the entry word, but that the dictionary also contains an etymology, or history, of the word. Point out that knowing a word's pronunciation and part of speech can help students determine how and when to use the word in speaking as well as writing; the part of speech also gives the first clue to the word's meaning. Explain that sometimes knowing the etymology of a word can also help in understanding its meaning; for example, knowing that the sample dictionary entry word <i>narrate</i> not only comes from the Latin for "to tell" but goes back to a word meaning "acquainted with" suggests that someone who narrates tells something with which he or she is acquainted, or familiar.</p> <p>Explain that students can consult dictionaries and glossaries, both print and digital, to find the pronunciations, parts of speech, and meanings of unfamiliar words they come across in their reading and also to confirm precise meanings after using context clues to guess those meanings. Discuss how thesauruses can help students in their writing by suggesting synonyms and sometimes antonyms that they can use.</p> <p>Finally, to reinforce skills and assess mastery, have students read any Comparing Literary Works feature in their text, consulting a dictionary or a glossary to help them pronounce and understand unfamiliar words and consulting a thesaurus to help them complete the writing activity that follows the selection.</p>

Language Standards

Common Core Standards

4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

To address the standard, use the Word Study instruction throughout the book to introduce and illustrate the concept of prefixes, roots, and suffixes, and the **Vocabulary Workshop on pages 614–615** to remind students of the concept of context clues. Explain that when students come across an unfamiliar word or phrase in their reading, they should make a preliminary determination of its meaning. Readers usually make such a determination by considering the word's appearance and parts—its prefixes, roots, and suffixes—and by considering its context, or surroundings. Once that preliminary determination is made, the inferred meaning needs to be verified, or checked. The best way to do that is to focus more carefully on the context of the word or phrase and/or to check the meaning in a dictionary (or glossary).

To illustrate the procedure, offer this **brief passage from page 47 of “The Leap”** by Louise Erdrich:

In the town square a replica tent pole, cracked and splintered, now stands cast in concrete. It commemorates the disaster that put our town smack on the front page of the Boston and New York tabloids. It is from those old newspapers, now historical records, that I get my information.

Go over with students the questions that a reader who does not know what *commemorates* means might ask and answer in order to make a preliminary determination of the word's meaning and then verify it:

- *What more familiar word or words, if any, does the word resemble?*

It resembles the word *memory*.

- *What word parts, if any, does the word contain?*

It contains the prefix *com-*, which usually means “with”; the root *-mem-*, which probably has to do with memory since it appears not only in the word *memory* but also in the word *remember*; and the suffix *-ate*, which is usually used to form verbs.

- *How is the word functioning in the sentence in which it appears?*

It seems to be functioning as a verb.

- *What is the general context of the word's use?*

It tells what a replica tent pole, now cast in concrete, does about a famous disaster.

- *Based on these answers, what is my preliminary determination of the meaning of commemorates?*

It probably means “to recognize or honor a memorable event.”

- *Does a more careful study of the context verify or confirm this inferred meaning?*

Yes, the detail about the replica being in the town square stresses the idea that it honors something, and the detail about the event it honors putting the town on the front page of the Boston and New York newspapers supports the idea that the event was memorable.

- *Does a dictionary or the glossary at the back of the textbook verify or confirm this inferred meaning?*

Yes.

To reinforce skills and assess mastery, have students read any Comparing Literary Works feature in their text and use a similar procedure to make a preliminary determination of the meaning of unfamiliar words and then verify their inferred meanings.

Language Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<p>Comparing Literary Works, p. 188; Literary Analysis, p. 715; Reading Skill, p. 733; Vocabulary: Practice, pp. 741, 747</p> <p>To address the standard, introduce the concept of figurative language and the three figures of speech—similes, metaphors, and personification—in the Literary Analysis instruction on page 715. As students read one of the two collections of poems following the instruction, have them interpret figures of speech of the types taught with the lesson. Reinforce the skills and assess mastery with the After You Read questions following either collection.</p> <p>Next, introduce the concept of paraphrasing with the Reading Skill instruction on page 733. Explain that a euphemism is a type of paraphrase used as a figure of speech to avoid saying something more directly—usually something unpleasant. For example, saying “passed away” is a common euphemism for “died.” Clarify why the euphemism is figurative—to die is not literally to pass away. Then, have students read the poems in both collections and look for an example of euphemism— John McCrae’s use of <i>quarrel</i> for World War I (p. 738) is a good example.</p> <p>Finally, use the information about paradox in the Comparing Literary Works instruction on page 188 and the Practice section of the Vocabulary feature on pages 741 and 747 to introduce another type of figure of speech, the oxymoron. Explain that a paradox is a type of figurative language and that an oxymoron is a special kind of paradox that conveys the contradiction in a two-word figure of speech: instead of “It is cruel to be kind,” an oxymoron with the same idea would be “cruel kindness.” Have students complete the Practice items on pages 741 and 747 and explain why the oxymorons they identify are figurative.</p>
5.b. Analyze nuances in the meaning of words with similar denotations.	<p>Vocabulary Workshop, pp. 778–779</p> <p>To cover the standard, have students complete the Vocabulary Workshop on Connotation and Denotation on pages 778–779. Reinforce the skills and assess mastery with the Practice exercises, the Activity, and the Challenge.</p>

Language Standards

Common Core Standards

6. Acquire and use accurately general academic vocabulary and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

To address the standard, assign main selections throughout the book and introduce the English language arts-specific vocabulary (such as *conflict*, *irony*, *metaphor*, and *stage directions*) taught in the accompanying Literary Analysis instruction. As students analyze the selections using these skills and concepts, they will apply the English language arts-specific words and phrases in discussion and in written responses to questions. Here are examples from Unit 1:

- **Literary Analysis: Plot and Foreshadowing, p. 29**
- **Literary Analysis: Author's Perspective, p. 59**
- **Literary Analysis: Conflict and Resolution, p. 115**
- **Literary Analysis: Author's Purpose, p. 153**

To further support the standard, introduce the Big Question vocabulary, which includes general academic vocabulary, taught in the Introducing the Big Question feature for each unit. Then, as you teach selections in the unit, assign the Writing About the Big Question activities that appear (usually under Making Connections) on pages preceding selections. By completing these activities, students will practice use of the Big Question words, including grade-appropriate academic vocabulary. Here are examples from Unit 1:

- **Big Question Vocabulary, p. 3**
- **Writing About the Big Question, pp. 30, 44, 60, 76, 97, 116, 136, 154, 166, 189**

Standards Carried Through the Grades

The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature</i> : Correlations with Teacher's Notes
Grade 3	
1.f. Ensure subject-verb and pronoun-antecedent agreement.	205, 425, R52
3.a. Choose words and phrases for effect.	424, 608, 709, 710, 772, 880
Grade 4	
1.f. Produce complete sentences, avoiding inappropriate fragments and run-ons.	1149
1.g. Correctly use frequently confused words (e.g., <i>to/tool/two</i> ; <i>there/their</i>).	<p>Teach students how to correctly use frequently confused words by providing these examples:</p> <ul style="list-style-type: none"> • affect/effect <i>Affect</i> is most often used as a verb meaning “to influence or produce a change in something or someone.” <i>Effect</i> is most often used as a noun meaning “a result, or something brought about by a cause.” Examples: What a teacher says <u>affects</u> the minds of her students. His teacher’s <u>effect</u> on him was enormous. • bad/badly Use <i>bad</i> after a linking verb such as <i>feel</i>, <i>look</i>, or <i>seem</i>. Use <i>badly</i> when an adverb is required. Examples: He rarely feels <u>bad</u> about his mistakes. He often behaves <u>badly</u> in class. • fewer/less Use <i>fewer</i> for items that can be counted. Use <i>less</i> for things that cannot be counted. Examples: <u>Fewer</u> baseball players are coming to practice sessions. Team members seem to have <u>less</u> enthusiasm for the game. • there/their <i>There</i> designates a place, while <i>their</i> indicates possession. Example: You will find <u>their</u> baseball gloves over <u>there</u>. • to/too/two <i>To</i> is a preposition that can mean “toward, as far as, on, or until.” <i>Too</i> is an adverb meaning “also, more than enough, or extremely.” <i>Two</i> refers to “the number between one and three.” Examples: She went <u>to</u> her room after dinner. He thought it was <u>too</u> cold for that time of year. Her teacher had given her <u>two</u> homework assignments. <p>Encourage students to keep a list of words that they commonly confuse. Have them define these words and use them in meaningful sentences.</p>

Standards Carried Through the Grades

The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
3.a. Choose words and phrases to convey ideas precisely.	772, 880, 1025, 1246, 1249
3.b. Choose punctuation for effect.	1186, 1218, R53, R54
Grade 5	
1.d. Recognize and correct inappropriate shifts in verb tense.	331 Teach students about avoiding shifts in tense by using the instruction and activity on page 331 . Have students revise their written work for illogical shifts in tense.
2.a. Use punctuation to separate items in a series.	1186, 1218, R53
Grade 6	
1.c. Recognize and correct inappropriate shifts in pronoun number and person.	205, R52
1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Teach students about pronoun reference using the instruction on page 205 and the discussion on page R52 . Explain that it is an error to use a pronoun with an ambiguous or unclear antecedent. Give these examples: <ul style="list-style-type: none"> • <i>The coach called out to the student after he left the room.</i> (ambiguous; who left the room, the coach or the student?) • <i>Its highways clogged with motorcycles, trucks, and camels, India was a fascinating, timeless, and astonishing place. This was what the writer tried to capture in his novel.</i> (unclear; to what does This refer?) Instruct students to review their written work for ambiguous and unclear antecedents and correct these errors.
1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	207, 533
2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Make the following distinction between restrictive and nonrestrictive elements: <ul style="list-style-type: none"> • A restrictive phrase or clause is one that is essential to the meaning of a sentence. Example: The player who has the strongest arm be the starting pitcher. (The underlined relative clause identifies "The player" in an essential way.) • A nonrestrictive phrase or clause is one that is not essential to the meaning of a sentence. Example: Tyrone, <u>who has the best arm</u>, will be the starting pitcher. (The underlined relative clause provides additional information about "Tyrone," but it is not essential to the meaning of the sentence.) Point out to students that commas are used to set off nonrestrictive elements but should not be used to set off restrictive elements. Point out to students that commas are used to set off nonrestrictive elements but should not be used to set off restrictive elements.

Standards Carried Through the Grades

The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
3.a. Vary sentence patterns for meaning, reader/listener interest, and style.	110, 535, 711, 881, 1027, 1088, 1118, 1247
3.b. Maintain consistency in style and tone.	57, 424, 485, 533
Grade 7	
1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<p>711, 834</p> <p>Review with students the following instruction: varying sentences with prepositional phrases, on page 711 and participial phrases, on page 834.</p> <p>Point out to students that they should place such phrases and clauses correctly within a sentence, avoiding misplaced and dangling modifiers. Provide the following examples of these two errors:</p> <p>Misplaced modifier: My cousin has a python <u>who works in a pet store</u>. (A python who could hold down such a job would be most unusual!)</p> <p>Correction: My cousin, <u>who works in pet store</u>, has a python.</p> <p>Dangling modifier: <u>Walking home</u>, the new building was in front of me. (The dangling participial phrase makes the new building seem like a fellow pedestrian!)</p> <p>Correction: <u>Walking home</u>, I saw the new building in front of me. (Now the participial phrase properly modifies "I.")</p>
3.a. Choose language that expresses ideas concisely and precisely, recognizing and eliminating wordiness and redundancy.	204, 772

Standards Carried Through the Grades

The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Conventions—Progressive Standards

Meeting the Common Core Standards with *Prentice Hall Literature*: Correlations with Teacher's Notes

Grade 8

1.d. Recognize and correct inappropriate shifts in verb voice and mood.

330, 331, 398

Review with students the instruction on active and passive voice on **pages 398 and 330**. Emphasize that the passive voice is occasionally the appropriate voice to use, such as when the doer of the action is unknown or unimportant. Point out to students, however, that they should not shift arbitrarily between passive and active voice. Present this example:

Inappropriate Shift: High school students need to mail in their requests for concert tickets.

Requests should be mailed in by next Tuesday.

(Better: They should mail their requests by next Tuesday.)

Review the concepts of verb tense and of shifts in verb tense using the instruction on **page 331**. Enrich the instruction by explaining that in addition to tense, showing time, verbs have an attribute called *mood*, referring to the relationship of the actions or conditions they express to reality or to the speaker's will. Verbs in the *indicative mood* express an action that is occurring, has occurred, or will occur in reality. Verbs in the *imperative mood* express a command, or an action that is to be accomplished by the person addressed. Verbs in the *subjunctive mood* express an action or condition contrary to fact; they may also be used to express a request. Explain to students that they should use the moods in appropriate relation to one another, without inappropriate shifts. Use these examples:

Logical Relationship of Moods: If I were to take swimming lessons [subjunctive expressing what is not the case], I would be able to enjoy camp [conditional tense expressing a condition that would follow on a given action].

Inappropriate Relationship of Moods: If I were to take archery lessons [subjunctive expressing what is not the case], I will have no time for hiking [indicative mood expressing what will be the case].

Sample Answers to Teacher's Guide Discussion Prompts

Grade 10

Reading: Literature—Standard 3, Teacher's Guide, p. 5

1. He is a warm and devoted father, but he seems surprisingly cool toward his mother. He is a responsible and respected doctor, but he suddenly lacks confidence around his mother and displays a somewhat immature jealousy of his brother, GL.
2. He is a good father. He feels awkward with his mother and resents her perceived favoritism of GL. He is jealous of GL.
3. The plot is advanced by Charles's dawning understanding that his mother's apparent favoring of GL stemmed from her recognition that GL, with his many flaws and weaknesses, was a problem child who required more attention.
4. They help convey the theme of family love and show the misconceptions that can lead to sibling rivalry and lifelong resentments.

Reading: Literature—Standard 4, Teacher's Guide, p. 6

1. No. It means that each morning gives us the chance to change direction or do something fresh and different.
2. It has a positive connotation.
3. They convey a hopeful tone. They stress the ideas that we can always start afresh on a new day and should approach each new day with a positive attitude.

Reading: Literature—Standard 5, Teacher's Guide, p. 6

1. They suggest that Caesar is in danger but refuses to acknowledge it; they foreshadow his death.
2. They show Brutus' growing willingness to join the plot and they foreshadow what will happen.
3. After hearing Brutus' speech, the crowd seems to support the assassination, creating surprise and irony when Antony shows an ability to sway the crowd in the opposite direction.
4. Events include the battle scenes and the falling out between the conspirators; speeches include Brutus' soliloquies of self-doubt and other eloquent speeches that help ennoble him and make the audience even more concerned about the outcome.

Reading: Literature—Standard 9, Teacher's Guide, p. 8

1. Students should specify key details from Plutarch's account that Shakespeare incorporated into his play and key details that he omitted.
2. Students should identify details about omens and predictions in Plutarch's account that Shakespeare used. They should also identify details that he changed.
3. Students should clearly indicate how in delineating Cassius' character and appearance, Shakespeare enhanced and elaborated on details drawn from Plutarch's account.

(Grade 10 Model Responses, cont.)

4. Students should identify details about Brutus' oration and speaking style that Shakespeare borrowed from Plutarch's account. They should also indicate how Shakespeare expanded on those details.
5. Students should indicate the details of Mark Antony's character and behavior that Shakespeare borrowed from Plutarch. They should also indicate how much of Antony's oration in the play was borrowed from Plutarch and how much of the oration Shakespeare invented.

Reading: Informational Text—Standard 4, Teacher's Guide, p. 11

1. It means "was determined to accomplish." Context clues include her seeing the violin in the pawnshop window and beginning to save the nickels and dimes neighbors would give her for scrubbing their front steps. It is obvious that she was saving to pay for the violin.
2. Terms include *bass* and *soprano*. They seem to be two different ranges of a singer's voice, a low range and a high range.
3. The words have positive connotations, stressing that Anderson's singing voice was something special.
4. They help achieve an informal tone. *Folks* connotes simple, everyday people with whom one is friendly and informal.

Reading: Informational Text—Standard 7, Teacher's Guide, p. 12

1. Students should compare and contrast the aspects of Harrison's achievement emphasized in the text and in the television program.
2. Students should cite specific details to support their opinion as to which account is more concerned with scientific accuracy.
3. Students should cite details to support their opinion as to which account has more of a personal touch. They should also explain how including personal details about Harrison affects the reader or viewer.
4. Students should list examples of interesting details or language from Sobel's text. Then, students should indicate some specific ways in which the program uses the medium of television to interest viewers.
5. Students should explain how, in the television program, the character of Rupert Gould helps the audience appreciate Harrison's achievement.

Reading: Informational Text—Standard 9, Teacher's Guide, p. 13

1. Both address the themes or concepts of liberty and American independence. White's essay focuses on the concepts of liberty and independence as American ideas seminal to the American Revolution and far reaching in their effects.
2. The Declaration contains more logical reasoning, explaining why one country might separate from another, carefully elaborating evidence to show that those conditions exist, and then logically moving to a declaration of independence.
3. Although the Declaration contains some emotionally charged words, such as *tyrant* and *Creator*, Paine's essay contains more such terms and a more emotional tone, e.g., "The summer soldier and the sunshine patriot"; "Tyranny, like hell, is not easily conquered"; "if being bound in that manner is not slavery, then is there not such a thing as slavery."

(Grade 10 Model Responses, cont.)

4. Paine is writing primarily to American colonists; the Declaration is aimed not only at them but at all humankind.
5. Responses will vary. Students are likely to name famous quotations, such as “We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness” (Jefferson) and “These are the times that try men’s souls” (Paine).
6. Responses will vary. Students should offer logical reasons and evidence from the text to support their opinions.